



Universitas Muhammadiyah Sumatera Barat, Indonesia
Tanwir Arabiyyah: Arabic as Foreign Language Journal
 p-ISSN: 2776-6063, e-ISSN: 2776-6071/Vol. 2 No. 1 June 2022, pp. 39-50



<https://doi.org/10.31869/afl.v2i1.3124>



<https://jurnal.umsb.ac.id/index.php/aflj>



aflj@umsb.ac.id

Learning Management of Kitab Kuning at Pesantren Ashabul Kahfi Surantih Pesisir Selatan Regency West Sumatra

*Indil Setiawan¹, Tribhuwan Kumar²

Universitas Islam Negeri Maulana Malik Ibrahim Malang¹

Prince Sattam bin Abdulaziz University²

*setiawanindil@gmail.com¹, t.kumar@ksa.ac.id²

ARTICLE INFO

Article History:

Received: 23 January 2022

Revised: 14 April 2022

Accepted: 18 May 2022

Published: 01 June 2022

*Corresponding author

Keyword

ABSTRACT

"Kitab Kuning," as a typical pesantren curriculum, is faced with severe problems due to weak management aspects. This study revealed the "Kitab Kuning" learning plan, implementation, and evaluation. This study was carried out with a qualitative approach and data collection techniques of observation, interviews, and documentation studies. Based on the results, the pesantren did not carry out comprehensive planning; it manifests in teachers teaching the material arbitrarily where learning is carried out every day other than holidays and testing students to read the "Kitab Kuning."

Grammar; Arabic Language; Kitab Kuning

Copyright © 2022, Indil Setiawan, Tribhuwan Kumar

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



مستخلص البحث

يواجه "كتاب كونيغ"، باعتباره منهجًا نموذجيًا للمعهد، مشاكل حادة بسبب جوانب الإدارة الضعيفة. كشفت هذه الدراسة عن خطة التعلم "كتاب كونيغ" وتنفيذها وتقييمها. أجريت هذه الدراسة بمنهج نوعي وأساليب جمع البيانات من الملاحظة والمقابلات ودراسات التوثيق. بناءً على النتائج، لم يقم البيزانترين بتخطيط شامل؛ يتجلى في قيام المعلمين بتدريس المادة بشكل تعسفي حيث يتم التعلم كل يوم بخلاف أيام العطل واختبار الطلاب لقراءة "كتاب كونيغ".

قواعد؛ اللغة العربية؛ كتاب كونيغ

كلمات أساسية

INTRODUCTION

Learning management is the focus that must be developed by "pesantren" as an integral part of "pesantren" development, and it is emphasized that learning management is the key to the success of the knowledge transfer process and the transfer of learning values. Teaching and learning activities are interactions between teachers, students, and learning resources in a learning environment (Kintu et al., 2017). Learning activities need to be

planned, implemented, assessed, and monitored in order to be carried out effectively and efficiently (Dayagbil et al., 2021; Nevenglosky et al., 2019).

Integrated Arabic learning is a learning system combining (1) reading, writing, and speaking methods with (2) creating a conducive environment, namely a good environment to support the application of the three methods (Ritonga et al., 2022), and (3) creating positive attitudes on language in students (Prihartini & Wahyudi, 2018; Ritonga et al., 2021).

In this post-method era, human resources (teachers/lecturers, students, and education personnel) play a key role in Arabic learning. Teachers or lecturers are no longer "dependent" and have a dependence on certain Arabic teaching methods. In fact, with Gardner's theory of multiple intelligences, teachers/lecturers must be able to formulate and combine various strategies, teaching materials, and ICT-based Arabic learning media efficiently and effectively (Ritonga et al., 2016).

Arabic learning in madrasas is currently still not showing optimal results. There are many "pesantren"-based madrasas in Indonesia. However, not many are able to produce graduates with good Arabic skills (Aprianto et al., 2020). Learning "kitab kuning" at Pesantren Ashabul Kahfi Surantih Pesisir Selatan Regency West Sumatra examines various kinds of classic books written by scholars of the Syafi'iyah school. The "kitab kuning" is studied in every grade from seventh to twelfth grade.

Each class has a different teacher according to the chapter and all students are required to learn "Kitab Kuning". For the seventh grade, students are taught basic books such as the *Jurumiyah* for Nahwu, the *Safinah* for Fiqh, the *Aqidatul Awam* for Tawhid, *Ta'lim al-Muta'alim* for Sufism. In the eighth grade, the students still use the same book because the discussion has not yet been completed. In the ninth grade, learning has used standard books such as *Mukhtashar Jiddan* for learning Nahu and *Kailani* for learning Sharaf.

Students of the Pesantren Ashabul Kahfi also have a study program in the afternoon about Nahu and Sharaf lessons with the purpose that all students are able to read the "Kitab Kuning" because Pesantren Ashabul Kahfi has the characteristics of the Pesantren Khalafiah by highlighting the "kitab kuning" in Arabic learning. The Pesantren Ashabul Kahfi uses a curriculum from the Pesisir Selatan Religious Affairs Office and also the curriculum designed by the Vice Principal on the curriculum itself so that it focuses more on learning the Standard Book than general learning.

Until now, the pesantren has thirteen teachers. All teachers are required to have a learning plan as a guide for teachers in planning learning but are not required to make learning plans because learning is handed over directly to their respective teachers. Therefore, the quality of teacher work in planning, implementing, and evaluating student learning outcomes are positively correlated with the quality of graduates. Teachers who have positive managerial performance will certainly have a major impact on student learning outcomes. At long-term learning planning, the pesantren makes a schedule and a list of homeroom teachers formulated at the beginning of each semester through teacher meetings. In addition, in the learning process, new students often experience difficulties in

studying the Kitab Kuning (Ritonga et al., 2021), because they do not have a solid foundation to study the Kitab Kuning directly, such as being unable to read the Qur'an.

Management is the process, method, and action of carrying out certain activities by mobilizing the energy of others. Meanwhile, learning is all activities carried out by teachers to facilitate students in achieving predetermined learning goals (Le et al., 2018). Thus, it can be concluded that learning management in "pesantren" is an activity to create an educational atmosphere for communication between teachers and students covering cognitive, emotional, and psychomotor aspects in order to achieve learning goals (Ilyasin, 2020; Ramdhani et al., 2022). In learning, Xiao et al stated that teachers must plan, implement, and supervise the learning process (Xiao et al., 2021). Haerana concluded that the learning management function consists of planning, implementation, and evaluation (Qodriyati & Raharjo, 2018).

In Salafi Islamic schools, priority is given to reading, writing, and grammatical skills as a basis for reading and translating Arabic. Comprehensive Arabic learning aims to achieve four Arabic skills, namely *Maharah Istima'*, *Maharah Kalam*, *Maharah qira'ah*, and *Maharah Kitabah* (Darussafa'ah, 2016).

Learning plan can be defined as the process of collecting learning materials, using educational media, using curriculum and teaching methods, and evaluating the time allocation to be used (Tarjiah, 2017, Licorish et al., 2018). Planning is performed at a certain time to achieve predetermined goals. Another thing to consider when planning the learning process for teachers is long-term and short-term planning. Good learning plan includes curriculum and Learning Implementation Plans (RPP) containing Subject Identity, Competency Criteria (SK), Core Competencies (KD), Competency Achievement Indicators, Learning Objectives, Teaching Materials, Time Allocation, Learning Methods, Learning Activities and Evaluation, and Learning Resources Outputs (Jaya, 2019, Afandi & Badarudin, 2011).

Based on the appendix of Minister of Education No. 49/2007 on Education Standards according to Informal Education Units in Article 1 paragraph 2 on Scope of Curriculum and Learning Plans, Point C, that in learning activities, each teacher is responsible for the quality of learning activities for each educational program: a) References on style development advanced learning; B) Use of participatory, active, innovative, creative, effective and fun learning methods; C) Efficient and effective use of available facilities, equipment, and tools; D) Paying attention to the curriculum and learning programs, student abilities, various previous learning experiences and the special needs of students (Peraturan Pemerintah Republik Indonesia, 2021).

METHOD

This study used a qualitative approach with a descriptive method. Data were collected by (1) interviewing the teacher of "Kitab kuning" at Pesantren Ashabul Kahfi (2) observation on learning activities at Pesantren Ashabul Kahfi to obtain primary data for

further described by the author, (3) and study of documentation. The study subjects were 53 students of Ashabul Kahfi Islamic Boarding School divided into three classes in the 2020 and 2021 academic years with 13 teachers having knowledge in their respective fields. The data were classified and interpreted. In addition, data validity testing was carried out by: (1) expanding participation, (2) continuing observation, (3) triangulation, (4) peer screening, (5) reference coverage, (6) negative case analysis, (7) audit member., (8) detailed description, (9) dependency audit, (10) assertion audit.

RESULTS&DISCUSSION

Based on interviews, observations, and documentation studies at Pesantren Ashabul Kahfi Surantih Pesisir Selatan Regency West Sumatra, the following results were obtained:

Kitab Kuning Learning Plan

Kitab Kuning Learning Planning at Pesantren Ashabul Kahfi Surantih Pesisir Selatan Regency West Sumatra was carried out in a structured and collective manner coordinated by the Head of Pesantren Ashabul Kahfi through meetings attended by all teachers at the beginning of each semester. The meeting at the beginning of this semester discusses and identifies the teacher for each class, designs the learning schedule for each semester, the final semester exam schedule, student rules, and other important programs or agendas to be implemented in the next semester. The meeting was also attended by a note-taker to record everything discussed and decided at the meeting. The agreed conclusions were then presented at the meeting to the Board of Directors of Pesantren/Abuya for audit.

Learning management is primarily concerned with improving the competence of teachers in carrying out their duties in the context of diverse students. More specifically, Hasan stated that the Arabic learning management strategy includes several components in learning, namely: curriculum, objectives, methods, materials, evaluations, and students (Hasan, 2020). All of these components need to be managed properly to realize learning that empowers cognitive, affective, and psychomotor aspects.

Classification of grade levels based on the year the student was admitted at Pesantren Ashabul Kahfi, all students who study at the same grade will use the same learning resources as well, the learning resources used such as the "kitab kuning" provided by the pesantren are taught chapter by chapter. All classes use the same method, and also in teaching the "kitab kuning" it is left to the teacher in using the method, the media that will be used in the learning process is in accordance with what has been regulated in the pesantren curriculum, but there are still teachers who use an unwritten curriculum.

The problem of learning Arabic is actually quite complex, ranging from linguistic to non-linguistic problems. Linguistic problems are phonetic/sound system problems, vocabulary, writing, morphology, syntax, and semantics (Khadidja, 2021; Maskor et al., 2016). There are several non-linguistic problems namely (1) teachers/educators who are less competent as Arabic teachers, both pedagogic, professional, personal, and social

competencies, (2) students who do not have a strong motivation or background in learning Arabic, (3), irrelevant teaching materials to the needs of students, (4) inadequate supportive facilities and infrastructure in the Arabic learning process (El-Omari & Bataineh, 2018; Shamsuddin, 2019).

Language learning has many approaches, strategies and methods. There are two main approaches or theories in Arabic learning, namely *nadzariyatul wihdah* (unity theory) and *nadzariyatul furu'* (branch theory). In branch theory, Arabic is studied separately. This means that Arabic is taught with various independent branches, such as *qira'ah*, *ta'bir*, *imla*, *'qawa'id*, *balaghah*, *khat*, and so on (Rahmi, 2019).

The plans made for the "kitab kuning" learning activities at the pesantren are not only for the unit level of learning time in class, but also for the daily time unit level. This planning is the responsibility of the teacher to teach several subjects and has regular activities to teach the kitab kuning to students at the next meeting as a continuation of the meeting held today.

General learning planning includes curriculum planning and lesson plans (RPP) including subject identity, competency standards (SK), core competencies (KD), competency achievement indicators, learning objectives, teaching materials, time allocation, learning methods, and evaluation of learning outcomes and learning resources in educational institutions such as "pesantren". Pesantren has its own characteristics, of course, different from other general educational institutions. Teachers generally need a learning plan and curriculum as a reference in teaching. The list of teachers is sufficient enough to carry out learning activities. This means that the layout in the form of Lesson Schedules and Teacher Lists has accommodated all teacher needs related to teaching materials that will be given to students.

Puspitasari stated that the integrated curriculum basically integrates a number of subjects through the relationship between goals, content, skills, and attitudes. Thus, Arabic learning unites all maharah (Puspitasari, 2016). The Arabic learning process in modern "pesantren" usually uses an integration model, the curriculum used is the pesantren curriculum created by the Student Affairs Office and the K13 curriculum.

Of course, there are still shortcomings in terms of long-term planning, namely a written plan that only includes a lesson schedule and a list of teachers, while the learning plan and curriculum are not written. This is of course very important considering that if in one semester only one subject is not passed on to students, the teacher does not need to be confused and only needs to look at the curriculum and lesson plans. To answer these problems, the "pesantren" is presented in its entirety to the teachers to find out what will be discussed in each meeting, the most important thing is that the schedule has been formed and mutually agreed to run well. This is understandable as long as the learning objectives can be achieved and the assessments taken can be in line with what has been given to students so far.

Learning Implementation

The Kitab Kuning learning is carried out every day except Sundays or holidays at Pesantren Ashabul Kahfi. On these days, teaching and learning activities are carried out in the classroom. Learning activities are carried out face-to-face in two parts, the first learning activity starting at 07.30 - 09.50. The second learning activity is from 10.10-12.30, except on Friday due to Friday prayers. Then it is continued at 13.00-14.10. All of this applies to all classes.

Tabel 1. Learning Time Table Madrasah Tarbiyah Islamiyah Ashabul Kahfi

DAY	HOUR	TIME	VII GRADE	VIII GRADE	IX GRADE
MONDAY	1	07.30-08.40	Tauhid/KK	IPS	Tafsir/Tahfiz
	2	08.40-09.50	Tarekh/KK	Tafsir/Tahfiz	IPS
		09.50-10.10	BREAK		
	3	10.10-11.20	Tafsir/Tahfiz	Bahasa Indonesia	Tarekh
	4	11.20-12.30	IPS	Tasauf	Tauhid/KK
		12.30-13.00	SHOLAT		
	5	13.00-14.10	Bahasa Indonesia	Tauhid	Tasauf
TUESDAY	1	07.30-08.40	Bahasa Indonesia	Tafsir/Tahfiz	IPA
	2	08.40-09.50	MTK	PPKN	Bahasa Indonesia
		09.50-10.10	BREAK		
	3	10.10-11.20	Tafsir/Tahfiz	Sharaf	Tauhid/KK
	4	11.20-12.30	Tauhid/KK	IPA	MTK
		12.30-13.00	SHOLAT		
	5	13.00-14.10	Nahu/KK	Tauhid/KK	Tafsir/Tahfiz
WEDNESDAY	1	07.30-08.40	Tasauf/KK	Bahasa Indonesia	Sharaf/KK
	2	08.40-09.50	Bahasa Inggris	Sharaf/KK	Nahu/KK
		09.50-10.10	BREAK		
	3	10.10-11.20	Sharaf/KK	Nahu/KK	Bahasa Indonesia
	4	11.20-12.30	Nahu/KK	MTK	Bahasa Inggris
		12.30-13.00	SHOLAT		
	5	13.00-14.10	MTK	Bahasa Inggris	Alfiah/KK
THURSDAY	1	07.30-08.40	Tasauf/KK	Bahasa Inggris	Tasauf/KK

	2	08.40-09.50	Alfiah/KK	IPA	Bahasa Inggris
		09.50-10.10	BREAK		
	3	10.10-11.20	IPA	Tasauf/KK	Nahu/KK
	4	11.20-12.30	Bahasa Inggris	Alfiah/KK	Tarekh/KK
		12.30-13.00	SHOLAT		
	5	13.00-14.10	Tarekh/KK	Nahu/KK	PPKN
FRIDAY		07.30-08.00	KULTUM		
	1	08.00-09.10	Fiqih/KK	Hadis/KK	MTK
	2	09.10-10.20	Hadis/KK	Fiqih/KK	Sharaf/KK
		10.20-10.35	BREAK		
	3	10.35-11.45	IPA	MTK	Fiqih/KK
SATURDAY	1	07.30-08.40	Bahasa Arab	Hadis	IPA
	2	08.40-09.50	Hadis/KK	Bahasa Arab	Fiqih/KK
		09.50-10.10	BREAK		
	3	10.10-11.20	Fiqih/KK	Tarekh/KK	Hadis/KK
	4	11.20-12.30	Sharaf/KK	Tarekh/KK	Bahasa Arab
		12.30-13.00	SHOLAT		
	5	13.00-14.10	PPKN	Fiqih/KK	Hadis/KK

The method used by the teacher in the classroom to teach the Kitab Kuning to students is the *Qawaid Wa Tarjamah* method. This method is used because many students are not fluent in reading Arabic letters well. Each teacher reads the book, the number of students listens and then translates words and globally using Indonesian and Minang Kabau languages, noting things that they feel are necessary, such as noting vocabulary that they do not know or conclusions in the learning activity.

Kitab Kuning Learning Implementation at Pesantren Ashabul Kahfi Surantih Pesisir Selatan Regency West Sumatra:

رَضِيتُ بِاللَّهِ رَبًّا وَبِالْإِسْلَامِ دِينًا وَبِمُحَمَّدٍ نَبِيًّا وَرَسُولًا رَبِّ زِدْ نِي عِلْمًا وَارْزُقْنِي فَهْمًا
 رَبِّ زِدْنِي عِلْمًا وَارْزُقْنِي فَهْمًا وَاجْعَلْنِي مِنَ الصَّالِحِينَ
 اللهم افتح لنا أبواب العلم والحكمة والشرعة والفنون

Figure 1. Prayer before studying

After finishing reading the prayer the teacher checks the attendance of students with the absences that have been provided, those present must raise their hands while saying 'Present' to train students' focus before studying. If any of the students are not present then they are checked according to the code that has been regulated in the regulations cottage.

After the absence, the next stage is the implementation stage which is marked by the opening of the kitab kuning by the students. The activity was carried out by students by sitting on the chairs provided and a table where students wrote. But before that, the teacher reads Hadarah (read Al-Fatihah for the author of the book being studied) first as a form of respect for the supervisor or author of the kitab kuning itself. After finishing reading, the teacher instructs one of the students to read the lessons that have passed then the teacher pays attention to the students' readings and corrects them if there are errors in their readings. After that, the teacher continues reading the kitab kuning that is being studied by reading the words then translated into Indonesian and Students listen to what the teacher reads. If there are students who do not understand, they can directly ask the teacher during the learning process. The teacher uses Indonesian as a mediator. (Results of Survey and Observation 17 February 2021).

The final stage occurs after the teacher reads the kitab kuning, where students are asked to reread the book from beginning to end, and sometimes the teacher asks questions to test students' understanding of the subjects being studied. Then as a closing, the prayer after studying is read together.

اللَّهُمَّ إِنِّي اسْتَوْدِعُكَ مَا عَلَّمْتَنِيهِ فَارْزُدْهُ إِلَيَّ عِنْدَ حَاجَتِي وَلَا تَنْسِنِيهِ يَا رَبَّ الْعَالَمِينَ
اللَّهُمَّ أَرِنَا الْحَقَّ حَقًّا وَارْزُقْنَا اتِّبَاعَهُ وَأَرِنَا الْبَاطِلَ بَاطِلًا وَارْزُقْنَا اجْتِنَابَهُ
رَبَّنَا أَنْفَعْنَا بِمَا عَلَّمْتَنَا الَّذِي يَنْفَعُنَا وَزِدْنَا عِلْمًا وَالْحَمْدُ لِلَّهِ عَلَى كُلِّ حَالٍ

Figure 2. Prayer after studying

However, the problem is some students have not been able to read Arabic letters well.

Kitab Kuning Learning Evaluation

Evaluation is something important in learning as well as in learning Arabic. Evaluation is carried out for all subjects, both general subjects and pesantren subjects. Evaluation is carried out every mid-semester and final semester. In general, the implementation of this evaluation is divided into two methods, namely: 1) written evaluation, which is a form of evaluation that uses questions on paper as an evaluation medium, and 2) oral evaluation, which is a form of evaluation directly dealing with examiners. through a direct question and answer process between teachers and students. From the two forms of evaluation, they will be grouped into final results which will then determine whether or not students are eligible to go to class.

There are several aspects that become the criteria for student success in studying kitab kuning, the first is the ability to read the kitab kuning correctly, which of course is in accordance with the nahwu and shorof rules. Students' ability to read the kitab kuning is an important part that must be evaluated. For this reason, the kitab kuning reading test is included in the student's oral exam at the end of each semester, in addition to the kitab

kuning memorization or memorization test. At the same time, comprehension of the kitab kuning uses a written assessment. As a method. In the written assessment, the questions on the question paper use Arabic and letters, and students are encouraged to answer in Arabic.

The results of the kitab kuning assessment every semester are always recorded in the student report cards published by the Pesantren Ashabul Kahfi Surantih Pesisir Selatan Regency West Sumatra and the goal is that all valuable data obtained by students from the beginning of entering the pesantren until now. It is well documented and becomes a guide to show parents. In addition, student reports can be used as a benchmark for their ability to develop from year to year, especially in their ability to study books.

Based on the assessment data obtained from Administration, the value of each student in all subjects, especially those using the kitab kuning varies greatly. In the ninth grade, for example, many students get scores not far from the minimum value, even some students in certain subjects touch the minimum score. However, according to the applicable rule, if there are students who get scores below the passing grade then the students are not out of class. This is a special concern for pesantren to further enhance efforts to educate students, especially in teaching the kitab kuning. One of the solutions that the pesantren did was to create an afternoon learning program for the kitab kuning Learning. This is done so that later when studying the kitab kuning, students already have sufficient preparation as a basis for understanding the more difficult parts of the kitab kuning, and this will indirectly affect their grades.

Pesantren Ashabul Kahfi Surantih Pesisir Selatan Regency West Sumatra assesses student learning outcomes through written and oral exams which are held at the end of each semester. This assessment activity is an integral part of the kitab kuning learning process, which measures the level of student memorization and understanding. In addition to assessing student learning outcomes, pesantren also evaluate the learning process which is usually carried out at the first-semester meeting. In the meeting, apart from discussing planning material, material to assess the learning process that had taken place during the last semester was also discussed.

CONCLUSIONS

Based on the discussion above, it can be concluded as follows: The Kitab Kuning Learning Planning at Pesantren Ashabul Kahfi Surantih Pesisir Selatan West Sumatra was carried out through a meeting attended by all teachers at the beginning of each semester. Learning takes place every day except Sunday as a holiday at Pesantren. The Kitab Kuning Learning Evaluation was carried out to determine students' abilities in grammatical aspects and their application in reading the "kitab kuning". The findings are limited to aspects of planning, implementation, and evaluation, while other aspects can be explored by further researchers.

REFERENCES

- Afandi, M., & Badarudin. (2011). *Perencanaan Pembelajaran di Sekolah Dasar dengan Memasukkan Pendidikan Budaya dan Karakter Bangsa*. Alfabeta.
- Aprianto, A., Ritonga, M., Marlius, Y., & Nusyur, R. (2020). The Influence of Using Audio-lingual Method on Students' Speaking Skill in Madrasah Diniyah Takmiliah Awwaliyyah. *Izdiyar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 3(2),

- 147–160. <https://doi.org/10.22219/jiz.v3i2.12514>
- Darussafa'ah. (2016). Takwin al-Maharat al-Lughawiyah fi al-Ma'had al-Salafy wa al-Hadits. *Al-Tadris*, 4(1), 12–35. <https://doi.org/https://doi.org/10.21274/tadris.2016.4.1.12-35>
- Dayagbil, F. T., Palompon, D. R., Garcia, L. L., & Olvido, M. M. J. (2021). Teaching and Learning Continuity Amid and Beyond the Pandemic. *Frontiers in Education*, 6(July), 1–12. <https://doi.org/10.3389/feduc.2021.678692>
- El-Omari, A. H., & Bataineh, H. M. (2018). Problems of Learning Arabic by Non-Arabic Speaking Children: Diagnosis and Treatment. *Journal of Language Teaching and Research*, 9(5), 1095–1101. <https://doi.org/10.17507/jltr.0905.14>
- Hasan, A. A. (2020). Arabic Language Learning Curriculum Islamic Boarding School System. *Ta'lim Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 4(2), 138–152. <https://doi.org/10.15575/jpba.v4i2.9985>
- Ilyasin, M. (2020). Transformation of Learning Management: Integrative Study of Islamic Boarding School Curriculum. *Dinamika Ilmu*, 20(1), 13–22. <https://doi.org/10.21093/di.v20i1.2006>
- Jaya, F. (2019). *Perencanaan Pembelajaran*. Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.
- Khadidja, S. (2021). The Guides Verbs in the Arabic Language: Are Its Terms Originals or Borrowed? *Tamwir Arabiyyah: Arabic as Foreign Language Journal*, 1(2), 93–118. <https://doi.org/https://doi.org/10.31869/aflj.v1i2.2905>
- Kintu, M. J., Zhu, C., & Kagambe, E. (2017). Blended learning effectiveness: the relationship between student characteristics, design features and outcomes. *International Journal of Educational Technology in Higher Education*, 14(1), 1–20. <https://doi.org/10.1186/s41239-017-0043-4>
- Le, H., Janssen, J., & Wubbels, T. (2018). Collaborative learning practices: teacher and student perceived obstacles to effective student collaboration. *Cambridge Journal of Education*, 48(1), 103–122. <https://doi.org/10.1080/0305764X.2016.1259389>
- Licorish, S. A., Owen, H. E., Daniel, B., & George, J. L. (2018). Students' perception of Kahoot!'s influence on teaching and learning. *Research and Practice in Technology Enhanced Learning*, 13(9), 1–24. <https://doi.org/10.1186/s41039-018-0078-8>
- Maskor, Z. M., Baharudin, H., Lubis, M. A., & Yusuf, N. K. (2016). Teaching and Learning Arabic Vocabulary: From a Teacher's Experiences. *Creative Education*, 07(03), 482–490. <https://doi.org/10.4236/ce.2016.73049>
- Nevenglosky, E. A., Cale, C., & Aguilar, S. P. (2019). Barriers to effective curriculum implementation. *Research in Higher Education Journal*, 36, 31. <http://www.aabri.com/copyright.html>
- Peraturan Pemerintah Republik Indonesia. (2021). Peraturan Pemerintah Republik Indonesia Nomor 57 Tentang Standar Nasional Pendidikan. *Standar Nasional Pendidikan*, 102501, 1–49. [https://jdih.kemdikbud.go.id/arsip/Salinan PP Nomor 57 Tahun 2021.pdf](https://jdih.kemdikbud.go.id/arsip/Salinan%20PP%20Nomor%2057%20Tahun%202021.pdf)
- Prihartini, Y., & Wahyudi, W. (2018). The Development of Integrated Learning Model To Improve Language Skills at Arabic Language. *Indonesian Journal of Educational Research*,

- 3(1), 9–14. <https://doi.org/https://doi.org/10.30631/ijer.v3i1.51>
- Puspitasari, E. (2016). Classroom Activities in Content and Language Integrated Learning. *Journal of Foreign Language Teaching and Learning*, 1(2), 1–13. <https://doi.org/10.18196/ftl.129>
- Qodriyati, T. U., & Raharjo, T. J. (2018). Learning Management of Early Childhood Education at Mentari Kids. *Journal of Nonformal Education*, 4(1), 57–68. <https://doi.org/10.24914/jne.v4i1.13574>
- Rahmi, N. (2019). Al Wahdah Pada Pembelajaran Bahasa Arab Di Madrasah Aliyah Se-Kota Metro Tahun 2018. *AN NABIGHOH: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab*, 21(01), 65–76.
- Ramdhani, D., Asy'arie, M., Waston, Maksum, M. N. R., & Fatimah, M. (2022). Learning Management Based on Multicultural at Islamic Boarding School Darusy Syahadah Simo Boyolali. *PROFETIKA, Jurnal Studi Islam*, 23(1), 1–12.
- Ritonga, M., Nazir, A., & Wahyuni, S. (2016). Pembelajaran Bahasa Arab Berbasis Teknologi Informasi dan Komunikasi. *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 3(1), 1–12. <https://doi.org/http://dx.doi.org/10.15408/a.v3i1.2879>
- Ritonga, M., Nurdianto, T., & Rahmawati. (2022). Strategies for improving Arabic language ability through language Environment: Phenomenology studies in Islamic boarding schools. *Journal of Language and Linguistic Studies*, 18(1), 496–510. <https://doi.org/10.52462/jlls.198>
- Ritonga, M., Purnamasari, S., Budiarti, M., Lahmi, A., Nurdianto, T., & Zulfida, S. (2021). The Management of Arabic Language and Yellow Book Curriculum Planning at Islamic Boarding School in Respond to the Freedom to Learn Education System. *Journal of Management Information and Decision Sciences*, 24(Special Issue 1), 1–10. <https://www.abacademies.org/abstract/the-management-of-arabic-language-and-the-yellow-book-curriculum-planning-at-islamic-boarding-schools-in-respond-to-the--11729.html>
- Shamsuddin, S. M. (2019). Problems of Teaching Arabic Language to non-native speakers and its methodological solutions. *Advances in Social Sciences Research Journal*, 6(6), 151–160. <https://doi.org/10.14738/assrj.66.6710>
- Tarjiah, I. (2017). The Planning of Learning Model for Students with Hearing Impairments in the Elementary School Inclusion. *Journal of ICSAR*, 1(2), 162–165. <https://doi.org/10.2991/icset-17.2017.10>
- Xiao, Q., Zhang, L., & Li, J. (2021). Exploration on the Teaching System of Artificial Intelligence Practice Course. *Advances in Intelligent Systems and Computing*, 1343, 660–665. https://doi.org/10.1007/978-3-030-69999-4_90

